



**History of American Higher Education**  
 EDH 6065- Section 2977, Class Number 11750  
 100% Online Course- Asynchronous  
 Academic Term: Fall 2024  
 3 credit course



#### **INSTRUCTOR CONTACT INFORMATION:**

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 Pronouns (he/him/his)

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Office Phone: 352-273-4310

Office Hours: Tuesdays from 1:30pm-4pm. Others by appointment. Meetings can be held in person, on the phone, or via Zoom. Use Calendly to schedule

Office: Norman Hall 2705J

#### **COURSE DESCRIPTION:**

This course focuses on the development of American colleges and universities. Emphasis is placed on the historical natures of institutional types, the history of inclusion and exclusion of people with a variety of identities, and the relevance of historical context to current and emergent professional practice.

#### **COURSE OBJECTIVES:**

This course partially meets Foundational Studies content area of the Council for the Advancement of Standards (CAS) standards and guidelines for master's level professional preparation programs and the following competency areas of the *Professional Competency Areas for Student Affairs Educators* (ACPA & NASPA, 2015).

Students will be able to...

##### Values, Philosophy, and History (VPH) Foundational Competencies

- Describe the historical contexts of institutional types and functional areas within higher education and student affairs.
- Examine the history of the inclusion and exclusion of people with a variety of identities in higher education.

##### Values, Philosophy, and History (VPH) Intermediate Competencies

- Through critical examination, explain how today's practice is informed by historical context.
- Identify enduring questions, issues, and trends from the history of higher education and discuss their relevance to current and emergent professional practice.

##### Organizational and Human Resources (OHR) Intermediate Outcomes

- Adapt to situation-appropriate communication strategies that effectively communicate with various groups.

#### **TEXTBOOKS:** <sup>1</sup>

##### **Required**

<sup>1</sup> Note: Courses that contain required material costing \$20 or less per-credit hour will receive an [Affordable UF Badge](#). In doing so, departments, faculty, and students will be able to easily identify courses that facilitate student access to course lower-cost course material.

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- Thelin, J.R. (2019). *A history of American higher education (3rd ed.)*. The Johns Hopkins University Press.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. <https://doi.org/10.1037/0000165-000>
- Additional readings provided on Canvas.

### **Optional Texts for Further Reading**

- Wechsler, H.S., Goodchild, L.F., & Eisenmann, L. (Eds.) (2007). *ASHE reader series: The history of higher education (3rd ed.)*. Pearson Custom Publishing.

### **SCHEDULE**

Disclaimer: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

| <b>Week</b> | <b>Topic</b>                                | <b>Action Items</b>  |
|-------------|---|--|
| 1<br>(8/22) | Introductions & Syllabus<br><br>Orientation | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Introductory video</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Canvas Profile</li> <li>• Introductory Post</li> <li>• Syllabus exercise</li> </ul>  |
| 2<br>(8/26) | Using the Library & APA Style               | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• UF Education Library Website: <a href="http://cms.uflib.ufl.edu/education/Index.aspx">http://cms.uflib.ufl.edu/education/Index.aspx</a></li> <li>• <i>Publication manual of the American Psychological Association</i> (Section 2.27, Chapter 4, Chapter 8, and Chapter 9)</li> <li>• Supplemental: Purdue OWL APA Guide</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Library Skills by Dr. Rachael Elrod</li> <li>• APA Style Videos</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Library exercise</li> <li>• APA exercise</li> </ul> |

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|-------------|---|--|
| 3<br>(9/2)  | Colleges in the Colonial Era  | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin (2019) Preface &amp; Introduction</li> <li>• Thelin (2019) Chapter 1</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Discussion Forum Post due Friday at 11:59pm, Response to others due Sunday at 11:59pm</li> </ul>  |
| 4<br>(9/09) | Creating the “American Way” in Higher Education: College-Building, 1785 to 1860 | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin (2019) Chapter 2</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Discussion Forum Post due Friday at 11:59pm, Response to others due Sunday at 11:59pm</li> <li>• <u>Register for NASPA-FL Conference for early bird registration fee by Friday</u></li> </ul>   |
| 5<br>(9/16) | Diversity and Adversity: Resilience in American Higher Education, 1860 to 1890  | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin (2019) Chapter 3</li> <li>• Lee, R., Ahtone, T., Pearce, M., Goodluck, K., McGhee, G., Leff, C., Lanpher, K., &amp; Salinas, T. (2020, March 30). Land-grab universities. <i>High Country News</i>. <a href="https://www.landgrabu.org/">https://www.landgrabu.org/</a></li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul> <p><b>Meeting (optional)</b></p> <ul style="list-style-type: none"> <li>• Synchronous Zoom Session- Tuesday, 9/17, 6pm</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Discussion Forum Post due Friday at 11:59pm, Response to others due Sunday at 11:59pm</li> </ul> |
| 6<br>(9/23) | Captains of Industry and Erudition: University-Builders, 1880 to 1910           | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin (2019) Chapter 4</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Discussion Forum Post due Friday at 11:59pm, Response to others due Sunday at 11:59pm</li> </ul>  |

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| <b>Week</b>   | <b>Topic</b>  | <b>Action Items</b>   |
|---------------|---|---|
| 7<br>(9/30)   | Alma Mater:<br>America Goes to<br>College, 1890 to<br>1920                              | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin (2019) Chapter 5</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Discussion Forum Post due Friday at 11:59pm, Response to others due Sunday at 11:59pm</li> </ul>   |
| 8<br>(10/07)  | Spotlight<br>Presentations  | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Additional Reading as needed to complete Spotlight Assignment.</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Spotlight Presentations Due (assignments will be made on Canvas site)</li> </ul>  |
| 9<br>(10/14)  | Success and<br>Excess: Expansion<br>and Reforms in<br>Higher Education,<br>1920 to 1945 | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin (2019) Chapter 6</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul>  |
|               | NASPA-FL<br>Drive-in<br>Conference<br>October 18  | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Supplemental: Tobin, T. J. (2021, September 20). How to make the most of an academic conference. <i>The Chronicle of Higher Education</i>. <a href="https://www.chronicle.com/article/how-to-make-the-most-of-an-academic-conference">https://www.chronicle.com/article/how-to-make-the-most-of-an-academic-conference</a></li> <li>• How to conduct a conference presentation annotation</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Conference Presentation Annotation</li> </ul> |
| 10<br>(10/21) | Gilt by<br>Association:<br>Higher<br>Education's<br>"Golden Age,"<br>1945 to 1970       | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin (2019) Chapter 7</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Discussion Forum Post due Friday at 11:59pm, Response to others due Sunday at 11:59pm</li> </ul>   |

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|---------------|--|--|
| 11<br>(10/28) | Diversity and Inclusion  | <p><b>Readings (available on canvas):</b></p> <ul style="list-style-type: none"> <li>• MacDonald, V., &amp; Garcia, T. (2007). Historical perspectives on Latino access to higher education, 1848-1990. In H. S. Wechsler, L. F. Goodchild, &amp; L. Eisenmann (Eds.) (2007). <i>ASHE reader series: The history of higher education</i> (3rd ed., pp. 757-774). Pearson Custom Publishing. (Original work published in 2003)</li> <li>• Wang, L. L. (2007). Asian Americans in higher education. In H. S. Wechsler, L. F. Goodchild, &amp; L. Eisenmann (Eds.) (2007). <i>ASHE reader series: The history of higher education</i> (3rd ed., pp. 751-756). Pearson Custom Publishing. (Original work published in 2002)</li> <li>• Allen, W. R., &amp; Jewell, J. O. (2007). A backward glance forward: Past, present, and future perspectives on historically black colleges and universities. In H. S. Wechsler, L. F. Goodchild, &amp; L. Eisenmann (Eds.) (2007). <i>ASHE reader series: The history of higher education</i> (3rd ed., pp. 662-674). Pearson Custom Publishing. (Original work published in 2002)</li> <li>• Reyhner, J., &amp; Eder, J. (2007). Higher education of American Indians. In H. S. Wechsler, L. F. Goodchild, &amp; L. Eisenmann (Eds.) (2007). <i>ASHE reader series: The history of higher education</i> (3rd ed., pp. 694-702). Pearson Custom Publishing. (Original work published in 2003)</li> <li>• Wattenbarger, J. L. &amp; Albertson, H. T. (2007). A succinct history of the Florida community college system. <a href="http://www.myafchome.org/assets">http://www.myafchome.org/assets</a></li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul> <p><b>Meeting (optional):</b></p> <ul style="list-style-type: none"> <li>• Synchronous Zoom Session- Tuesday, 9/17, 6pm</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Discussion Forum Post due Friday at 11:59pm, Response to others due Sunday at 11:59pm</li> </ul> |
| 12<br>(11/4)  | Coming of Age in America: Higher Education as a Troubled Giant, 1970 to 2000 | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thelin (2019) Chapter 8</li> <li>• How to conduct a research annotation</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Research Annotation</li> </ul>  |

| Week          | Topic   | Action Items   |
|---------------|---|--|
| 13<br>(11/11) | A New Life Begins?<br>Reconfiguring American Higher Education in the Twenty-first Century | <b>Readings:</b> <ul style="list-style-type: none"> <li>• Thelin (2019) Chapter 9</li> <li>• How to conduct a contemporary annotation</li> </ul> <b>Video:</b> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Contemporary Annotation</li> </ul> |
| 14<br>(11/18) | Prominence and Problems:<br>American Higher Education since 2010                          | <b>Readings:</b> <ul style="list-style-type: none"> <li>• Thelin (2019) Chapter 10</li> </ul> <b>Video:</b> <ul style="list-style-type: none"> <li>• Class lecture</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Virtual Campus Visit due</li> </ul>   |
| (11/25)       | No Class- Thanksgiving Break  |  |
| 15<br>(12/2)  | Exam  | <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Exam- Must completed by Tuesday, December 12 at 11:59pm</li> </ul>  |

## **COURSE AND UNIVERSITY POLICIES:**

### **Attendance, Make-Up Exams and Assignments**

Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>

### **Grading/Feedback Plan**

Discussion forums and quizzes will be graded within an estimated 5 business days after the due date. Longer assignments (annotations, presentations, exams, etc.) will be graded within an estimated 10 business days after the due date.

## **COURSE ASSIGNMENTS:**

### **Syllabus Review (10 points total)**

Students will complete a 10-question quiz about the syllabus to check their understanding of the syllabus, course requirements, and required tools and technologies. You can complete it multiple times, and only the highest score will be recorded. There is no time limit on the quiz, but it must be completed by the due date.

This meets the UF Standards and Markers of Excellence for Online Education to insure "the course is easy to use, provides clear information, saves time and frustration, connects the student with the instructor, and gives students a sense of the 'big picture'."

### **Canvas Profile (10 points total)**

Students will create a canvas profile with a picture and information about current work information, undergraduate/graduate information, and research interests. Directions on how to do this can be found at <https://community.canvaslms.com/docs/DOC-1865>

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**APA Style Exercise (20 points total)**

Students will complete an online quiz about APA Style. You can complete it multiple times, and only the highest score will be recorded. There is no time limit on the quiz, but it must be completed by the due date.

**Library Exercise (10 points total)**

Students will complete an online quiz about the library. You can complete it multiple times, and only the highest score will be recorded. There is no time limit on the quiz, but it must be completed by the due date.

**Conference Presentation Annotation (20 points)**

Students can choose one of the following write a **succinct annotation (one double-spaced page)** of the article/presentation. The annotation includes both a review and a critique/analysis of the work. Students may want to check with the instructor if there is any doubt about whether the selected presentation is appropriate for the assignment. A copy of this assignment should be uploaded to canvas.

- Attend 1 NASPA-FL session.
- If unable to attend and have received permission: Watch 2 ACPA, NASPA, or Higher Ed Live (or other high quality video) session online- submit link to video with assignment. Students must submit two distinct annotations to get full credit, which is equal to the time spent by students at the conference itself.

**Annotated Bibliography (40 points total; 20 points each)**

Students are expected to identify one authoritative paper in the literature of higher education (generally published articles in top-tier journals, book chapters in recent major works, or major articles in the *Chronicle of Higher Education*) and to write a **succinct annotation (one double-spaced page)** of the article that will be graded. Students may want to check with the instructor if there is any doubt about whether the selected paper is appropriate for the assignment.

- Research- Select a published article from a peer-reviewed journal in Higher Education/Student Affairs.
- Contemporary- Select major articles in the *Chronicle of Higher Education*, *Inside Higher Education*, or other non-peer-reviewed journals.

**Spotlight Presentation (50 points each)**

Students will be assigned to prepare a spotlight presentation on a historical person/place in American higher education/student affairs. This assignment does not require a written paper but students will upload their findings in one of the following ways:

1. An Instagram reel/video that fits within the 1-minute mark.
2. A Twitter-like thread (no more than 5 tweets long). You post the original "tweet" as your first comment and then reply to it as your thread.
3. A TikTok video that is within 1 minute.

Additionally, you will upload a properly formatted APA reference page separately to Canvas.

**Discussion Forums (60 points total: 10 points each response)**

The purpose of class discussion is to share perspectives, debate, and learn from one another. The purpose of the guided reading responses is to prepare students for class discussion. Attention should be paid to quality responses that move discussions to a higher level. This may include using additional resources to highlight your point. Be certain to cite sources when referencing published work. Students must participate in all reading response forums.

Only the highest 6 scores will be used in the final grade. The lowest score will be dropped, which allows you to fail to submit once for whatever reason (think of this as being absent from a face-to-face class).

**Exam (50 points)**

Students will complete an online exam covering the historical content of the course.

**Virtual Campus Visit (100 points total)**

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Students will be virtually visiting a higher education institution in order to assess and observe a different campus environment using the material discussed in class, information from course reading assignments, personal experience, materials gathered, websites, and actual campus faculty, staff, and student interviews. Your focus will be:

1. Type of Institution
2. Historical Background
3. Student Demographics
4. Societal context: What is the role of the institution in American society?
5. Mission of the institution: What is its particular niche? Is the institution known for something special?
6. Noteworthy Programs/Resources
7. Notable Traditions
8. What major issues are facing the college?

The campus cannot be Santa Fe College or an institution at which any have worked or attended. Please make sure that you are professional in your interactions with colleagues for your campus visit project. You are representing yourself, our program and UF. The people you meet may potentially be interviewing you or a cohort member for a job next year and we want them to have a positive view of the students of the SPHE program.

You are expected to have contact with at least one person (faculty, staff, or student). Additionally, you are expected to have at least 5 newspaper articles to cite the major issues. These can include the campus newspaper, the local newspaper, the state newspaper, or contemporary higher education sources found on the SPHE Research Guide.

#### **Bonus Opportunity: Course Evaluation**

Any student who uploads proof of completion of the course evaluation to class will receive a bonus two points. Once you have completed the evaluations, the class will be part of the “Closed and Completed Evaluations” section on the Submit Evaluations page, which you can upload a screenshot to Canvas to receive credit. Even more exciting: if the class has 100% completion by the last day of class, all students will receive 5 bonus points, instead of the 2 points. So, feel free to encourage your classmates to complete the evaluation!

The evaluation should take you less than 10 minutes. While the number rating scale is useful, I also ask that you answer at least one of written questions, as I have found these comments helpful in developing and enhancing future classes.

#### **How to complete the course evaluation:**

Online instructor evaluations are voluntary and confidential. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. *Please note that I do not see these scores until after grades have posted.*

#### **GRADING:**

| <u>Assignment</u>                  | <u>Points</u> | <u>Percentage of Final Grade</u> |
|------------------------------------|---------------|----------------------------------|
| Canvas Profile                     | 10            | 2.6%                             |
| Introductory Post                  | 10            | 2.6%                             |
| Syllabus Review                    | 10            | 2.6%                             |
| APA Style Exercise                 | 20            | 5.3%                             |
| Library Exercise                   | 10            | 2.6%                             |
| Discussion Forums                  | 60            | 15.9%                            |
| Spotlight Presentation             | 50            | 13.1%                            |
| Contemporary Annotation            | 20            | 5.3%                             |
| Research Annotation                | 20            | 5.3%                             |
| Conference Presentation Annotation | 20            | 5.3%                             |
| Exam                               | 50            | 13.1%                            |
| Virtual Campus Visit               | 100           | 26.3%                            |

**TOTAL POSSIBLE POINTS: .....380**

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### **Course Grading Scale**

93.00-100% (A)  
 90.00-92.99% (A-)  
 87.00-89.99% (B+)  
 83.00-86.99% (B)  
 80.00-82.99% (B-)  
 77.00-79.99% (C+)  
 73.00-76.99% (C)  
 70.00-72.99% (C-)  
 67.00-69.99% (D+)  
 63.00-66.99% (D)  
 60.00-62.99% (D-)  
 0-59.99% (E)

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

### **CAMPUS POLICIES:**

#### **Accommodations for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

#### **Online Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

#### **UF Student Honor Code**

UF students are bound by the Honor Pledge which states, “We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

#### **Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

#### **Student Privacy**

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There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

### **Synchronous Course Participation**

Our synchronous class sessions may be audio and visually recorded for students in the class to refer and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live.

### **In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **CAMPUS RESOURCES:**

#### **Health and Wellness**

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, [visit the GatorWell website](#) or call 352-273-4450.

*This syllabus provided on the College of Education website should only be seen as a preview copy and is subject to change before class begins. The official version will be provided at the first day of class and on Canvas.*

## Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

## Student Complaint Process

The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy.

- Information for online courses can be found at <http://distance.ufl.edu/student-complaint-process/>

## COMMITMENT TO A SAFE AND INCLUSIVE LEARNING ENVIRONMENT:

### Inclusive Practices

The online SPHE program understands the importance of inclusivity, diversity, equity, and access in our increasingly multicultural nation and globalized marketplace. We embrace diversity as a shared responsibility among faculty, staff, and students and strive for tangible expressions of this responsibility. It is expected that every person in this class will treat one another with dignity and respect regardless of sex, gender, sexual orientations, disability, age, socioeconomic status, nationality, ethnicity, race, or culture. We are committed to fostering a safe, welcoming and inclusive environment so each person can express their culture and perspectives.

### Land Acknowledgment

A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. In particular, the University of Florida resides on land of the Timucua people and the Seminole Tribe of Florida. Additionally, we acknowledge that Indigenous land was expropriated from over 120+ tribal nations as part of the Morrill Act in order to originally fund the University of Florida.

It is important to understand the long standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol. For more information, visit <http://www.lspirg.org/knowtheland>